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ABSTRACT

The greatest need of language teachers today is a workable approach to teaching vocabulary. This is essential if students are to be enabled to achieve communicative competence, that is, to make a transfer from the textbook to the real world of French, as reflected in the French media. An effective and comprehensive approach to teaching vocabulary can be integrated with existing French instructional materials and programs. In time, it can allow the teacher to use authentic materials in place of the "packaged" materials of existing courses. Such a change in methods and materials is essential if large numbers of students arriving in high school with a good foundation in French are to reach the stated objective. There are two complementary vocabulary instruction strategies directed toward this end: a predetermined approach based on a minimum high frequency word list, and an experiential approach using authentic materials (e.g., newspapers and radio broadcasts) arising from students' expressed needs. The predetermined approach capitalizes on the etymological relationship between French and English words. The experiential approach provides one way to learn, use and test vocabulary as it is needed. A bibliography and ten appendices are provided, containing lists of French and English words, grouped according to similarities and etymological origins and links, and sample vocabulary tests. (Author/AMH)

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Teaching French Vocabulary to English-speaking Students, A Comprehensive and Eclectic Approach

This report was prepared during a leave granted by the North York Board of Education extending from January 31 to June 30, 1978. The research required to compile Appendices 2 and 3 was carried out between July and December of 1977 with research grants from the Ontario Secondary School Teachers Federation and Ontario Educational Research Council. Appendices 4 to 10 were prepared subsequent to a month of research carried out at the universities of Paris and Grenoble.

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Summary

The greatest need of the language teacher in the late '70's and in the '80's is a workable approach to teaching vocabulary. Teaching vocabulary is essential if we are to enable the majority of our students to make a transfer from the textbook to the real world of French as reflected in the French media: newspapers, magazines, radio and television. An effective method of teaching vocabulary will allow the secondary school teacher of French to use authentic materials to replace the "packaged" materials of existing courses. When French is begun at the elementary level, such a change in methods and materials is essential at the secondary level, if large numbers of students are to reach, before the end of grade 12, the final objective of any French course, namely, that of fully pentrating the "real world of French" mentioned above. Such a feat will restore the confidence of students, parents and teachers that French is educationally, culturally and financially defensible as a subject in the secondary school curriculum.

In Part I of this report we discuss a predetermined approach to teaching vocabulary. This involves taking a close look at a minimum high frequency word list that should be familiar to every grade 9 French student. Our researcher prepared this list (Appendix 2) after analyzing 3,500 words — 10,500 card-entries -- occurring in the most widely used Canadian courses for teaching French. We have supplied etymological background information in appendices 4 to 8 and models for exercises and tests in appendices 9 and 10. The importance of Part I is that it opens the eyes of both students and teachers. Over 25% of our English words come directly from French; another 30% of our English words have a common origin with French words. We have never consistently profited from this phenomenon. In Part I we have explored the value of this relationship as it is illustrated by the 510 words in our basic common list.

In Part II we have set forth an approach to teaching vocabulary other than that provided in Appendix 2. It is an approach that allows teachers and students to cope with authentic materials, e.g., newspapers and radio broadcasts. The problem here has always been vocabulary. Too many new words! What do you do with them? The "experiential" approach puts order into an otherwise confused area. If students cannot learn to listen to French radio, watch French television and read French newspapers by the end of grade 12, we have short-changed them. These are possible objectives. Vocabulary is the main obstacle. This obstacle can be removed.

Teaching French Vocabulary to English-speaking Students, A Comprehensive and Eclectic Approach

Part I: A Predetermined Approach

Historical Perspective

In the 1950's and early 1960's Canadian teachers of French as a second language used an analytic approach, often referred to as the traditional method. We organized verbs into categories. We systematized pronunciation according to phonetic symbols and their various equivalents in French spelling. Students memorized the vocabulary list in each lesson. It was believed that mastery of the language resulted from a comprehensive knowledge of morphology, syntax and phonetics. This analytic approach was time-consuming and left little room for reading, listening and speaking. As one would expect, students who took such a course ended up with an analytic knowledge of French. They knew the grammar and could translate English into French... after a fashion...if given enough time. The French Composition examination of June 1962 prepared by the Ontario Ministry of Education for grade 13 French students provides a fine example of the sort of achievement test conducted at the end of such courses.[1]

In the 1960's we recognized the error of our ways. The analytic or traditional approach did not produce students who could understand spoken French, let alone speak the language. For that matter, high school graduates had great difficulty reading French. The answer to our problem — or so teachers thought — arrived from the U.S.A.— the audio-lingual and structural courses such as A.L.M.[2]

By the late 1960's Canadian authors began producing courses inspired by the same philosophies as those of their American predecessors. The idea was to have the students manipulate conversational French until they absorbed it — morphology, syntax and vocabulary. The students no longer analyzed the language; they used it. Some of the more extreme Canadian courses written at this time went so far as to deprive the students of any overview of grammar[3] or of any French-English vocabulary list that would give them a clue as to what they were saying.[4] Sooner or later the students would deduce the meaning, so the theory went; in the meantime they would

be manipulating truly conversational French and imitating flawless models of standard French pronunciation. Many students, especially the more intelligent, revolted; they did not want to be parrots. This approach failed because it assumed all Canadian teenagers wanted to learn conversational French at any cost. They didn't. French enrolment began to drop as soon as the subject became optional at the grade 9 level ... and this was the case in the early 1970's before the school population began to decline.

It was precisely at this time that some teachers of French had the courage to tell the emperor he had no clothes on, so to speak. The beautiful dream of the linguists was not working. To survive in the smorgasbord of options many teachers of French chose a more eclectic approach, combining the best of the traditional and audio-lingual courses. The most widely used Canadian courses published in the last five years have just such an eclectic base.

More recently the task of the secondary school teacher of French as a second language has been complicated by the fact that he is, in many areas, receiving students who have had three or more years of elementary or junior high French. These students often pronounce well and can comprehend and speak French within a very limited framework. However, the fact that the secondary school French program is "more of the same" and does not make one bilingual is a great disappointment to this new breed of students. They and their parents thought they could hope to become bilingual by the end of their high school years. Now it is clear that the secondary school cannot make students bilingual. Perhaps students and parents have expected too much. Perhaps also the objectives and methods at the secondary level are poorly chosen to capitalize on the background of students who begin their study of French in elementary school.[5]

Authentic Materials

The most noticeable weakness of French students reaching grades 9 and 10 is their lack of the vocabulary needed to talk about what is important to them. Their control of tenses and basic question and answer patterns is adequate. It is the lack of vocabulary that is the biggest single obstacle to students achieving success in reading, listening and speaking.

What is urgently required is a concerted effort to provide the vocabulary that will give students a satisfying and successful experience in French in these skill areas...an experience different from that of the elementary school. The French teacher can and should satisfy the student's legitimate expectation of penetrating the "real" French of francophone society -- television, radio, newspapers,[6] books, magazines, conversation.

Existing courses are all designed to perpetuate "school" French. None of them, even at their highest levels, has as its objective the penetration of the real French world. None of them makes a concerted effort to provide a fraction of the words required to make such a penetration in the area of reading or listening, let alone speaking.

Is such a penetration possible? Yes! Then how? The answer lies in changing objectives, methods and materials at the secondary level. Two things will be necessary. First, teachers must learn how to use the authentic materials of the real French world, especially newspapers, radio and television. This lifeblood of every cultural community has been totally excluded from the courses of students in their 7th and 8th years of French. Why? Ministerial guidelines have prescribed the structures to be taught.[7] It requires less effort merely to teach the irregular verbs from the textbook or substitution drills from a tape than to bring the living language into the classroom.

One principle holds true in education as in life: you reap what you sow. If at the secondary level you have a "textbook French" approach, your students end up with a textbook knowledge of French. If authentic materials form a major part of the course, your students will end up with greater ability to comprehend and speak the unedited French of the real francophone world...and a greater appreciation of its culture.

Vocabulary, the Neglected Component

Besides the use of authentic materials, the greatest need is for a concerted attack on the problem of vocabulary -- always the weakest link in the language chain. It is difficult to believe that no research has been carried out in the area of teaching vocabulary to students of a second language. The search analysts at the Educational Information System for Ontario were unable to find a descriptor or identifier that could locate

in the EISO or ERIC[8] computer a major — or minor — article touching on the topic of vocabulary. The director of the Modern Language Centre at the Ontario Institute for Studies in Education could not, when consulted, think of anything that had been written on the subject nor anyone to whom we could turn even to discuss the question. As recently as March 1978, the departments of French as a foreign language at the universities of Paris and Grenoble knew of no study being carried out in this area. All staff and funding are being devoted exclusively to the study of linguistics, phonetics and literature. The bread-and-butter issue of learning enough words at the secondary school level to communicate in French with native speakers with even modest success is totally irrelevant, it would seem.

In 1968, Professor John P. Hughes of St. Peter's College wrote that "Probably the most neglected branch of foreign-language learning is the learning of vocabulary."[9] This has proved to be an understatement of major proportions. In 1971, Robert Galisson, Maître-assistant à la Sorbonne, called vocabulary the "poor Relation" in language teaching.[10] He said this was the case because, unlike phonetics and grammar, vocabulary by its nature and dimension does not lend itself easily to organization and systematization. But more important, he felt, was the belief that language is a sort of grid into which words are inserted. All effort has gone into the elaboration of the grid. This thinking has its culmination in the structural exercises common to all "structural" and "audio-lingual" materials developed in the sixties and early seventies. Some authors went so far as to produce core books containing nothing but structural or pattern drills.[11]

Vocabulary, the Key to a New Approach

We propose (1) that in teaching French as a second language at the secondary school level the first priority be the rapid penetration of the real world of the francophone, (2) that our chief tools be the authentic unadapted French of television, radio and newspapers as well as books. To achieve this penetration our biggest need will be for a concerted and sustained attack on vocabulary, an attack that students will gladly participate in because it is intrinsically interesting and because it is the sure means of effecting the breakthrough that leads to communicative competence.

The new approach to teaching vocabulary will be a total one. It will review the basic vocabulary the student is supposed to know by grade 9. It will provide a technique for absorbing large numbers of new words easily and at a rapid pace.

Frequency Research

In Appendix 2 of this paper we have listed all words common to levels one to four of Le Français partout,[12] Ici on parle français,[13] Le Français international,[14] levels one to five of Passeport français,[15] and Le Français fondamental 1er degré.[16] There are 305 such common words; they are indicated in Appendix 2 by an asterisk. Those words not marked by an asterisk occur in only four of the five sources mentioned above. There are 205 such words.

To prepare this list of common words, we put all the vocabulary of the above sources on file cards, one for each different word. There are 3492 such cards. On each card we noted the source and level at which the word was found. The average number of notations per card was three. The researcher, therefore, made about 10,500 notations. From these cards we prepared the list of common words.

In a similar way, we prepared Appendix 3 by selecting words common to Le Français fondamental 1er degré and to the above-mentioned courses. This time, however, we added one more level of each course.

The 510 words in Appendix 2 represent 14.9% of the 3492 different words recorded. These common words are the minimum that any first-year secondary school student should know. Students will have used most of the words orally at least at the elementary or junior high level. High school students must review these words and make them all part of their active vocabulary.

Etymological Research of a Different Kind

In Appendix 4 we have indicated the etymological origin of the 510 common words. We based our research on the well known etymological dictionaries of Weakley,[17] Partridge,[18] Dauzat,[19] Block and Wartburg.[20] For the Old French we relied mainly on Greimas' Dictionnaire de l'ancien français.[21] However, since Greimas gives only the Francien dialect, and

since English has been most influenced by the Old Norman dialect, we found Weakley, Pope,[22] and the Webster Dictionary most helpful auxiliaries. For hour/heure, Greimas lists the Francien ore and eure; Webster gives the graphically closer oure and ure. When possible, we checked our findings against the spellings given in the glossary of the Manuel de l'anglais du Moyen Age.[23] Mossé gives the spelling oure for Middle English, thus demonstrating the close link between the west French dialects and English words of Old French origin. In short, the influence of Old Norman French on English is considerable; it is the source of about 30% of our modern English vocabulary.

In Appendix 4 we have also listed English words derived from the Old French or from the Latin root of the Old French. As has been mentioned, over 30% of Modern English vocabulary is derived from Old French. Another 30%, however, is derived directly from Latin without the phonetic evolution characteristic of Latin words coming to us via Old French. It is this direct Latin source that is still productive in providing English with new words, particularly in the areas of science and technology.

Of the 510 common words, 49 have the same spelling and meaning in French and in English, e.g., auto, client, train.[24] Another 70 have the same meaning and very similar spelling, e.g., automne, famille, riche.[25] Together these 119 words constitute 23% of the list, 23% that is immediately recognizable visually to an English-speaking person.

Another 235 French words, 46% of the total, are very closely related in spelling and meaning to the English.[26] With little assistance, the student will recognize the close relationship between such words as arrêter/ arrest (^ = s), étudier / study (initial é = s), raison / reason (Fr ai = tonic Eng ea), faith / foi (interchange of tonic e, ei, ai, oi), chercher / search (interchange of c, ch, sh, s, ss), heure / hour (eu = ou) nouveau / novel (u or au = l), finir / finish (conj 2 ir = ish), assassiner / assassinate (conj 1 er = ate), guerre / war (initial g or gu = w), etc. Besides these very productive categories, there are another 40 words (8%) in the list that have a helpful phonetic or semantic link with English, e.g., chaise / chair (The Eng. r is the original correct Fr. spelling), fou / fool, partir / parting, pouvoir / power (Old French Francien poeir; West dialect

pouer and poer), sur / surface, etc.

So far we have accounted for 394 words or 77% of the list. No memorization has been necessary. We merely had to take advantage of what the student already knew and of the close phonetic and semantic relationship between many French and English words. When such relationships are revealed to the students it may in fact dawn on them that French is not a foreign language but rather a sort of sister language...or more correctly a mother language that has given English thousands of words.

Some students may wonder why the words do not always look exactly alike and have exactly the same meaning in the two languages. In Appendix 4 we have provided the answer. When English borrowed these words from French between 600 and 900 years ago they did look much alike and have the same meaning. Curiously, the English has retained the original spelling and meaning in many cases where these have changed in French. In the year 1200, many Frenchmen wrote colour; now they write couleur. The English who borrowed the word still write colour. In the Middle Ages, the French gave us remember; later they dropped it in favour of se souvenir de. The French gave us volley (from volée / flight) but they consider volleyball to be a foreign word like remember. It is an oversimplification — but a helpful one — to say that 30% of our English words are borrowed from Old French, that English has largely retained the original spelling, but that Modern French has changed the spelling in many cases. Discovering this link between French and English is not only fascinating but very useful.

In Appendices 4 to 8 we have set out the etymological links between all the French and English words on our list. Etymological research will, therefore, not be a burden to the teacher who wishes to use this approach to teaching vocabulary. As for other words to be learned, we recommend that teacher and student make a habit of consulting a good dictionary to see if they can profit from an etymological relationship that will make memorizing unnecessary. Our suggested exercises will illustrate how this approach might work in practice.

Internal Etymological Grouping

The importance of association as an aid to memory has long been known. It has not often been used as an aid in the teaching of foreign or second

languages. It has never been used consistently for this purpose. We propose to profit fully and consistently from association. Above, we discussed the value of English-French association. The use of such association takes for granted another principle — working from the known to the unknown. We have used association with a known English word such as feat or feasible to obviate the memorization of related French words such as fait or faisable.

Now we will take advantage of another sort of association, one within the French language and having no reference to English. The student can easily increase his vocabulary by several hundred per cent by learning to recognize other words having the same root as those on the list of common words, e.g., appel / appeler, achat / acheter, aide / aider. We do not ask the student to produce words he cannot reasonably be expected to know. Using the reverse of the principle of going from the known to the unknown, we provide unknown but recognizable French words and ask the student to give the corresponding known French words.[27]

What are we really doing in such an exercise? The student may remember only a few of the new words, if any. What we are doing is more important than learning a few words; we are demonstrating an approach to the problem of learning words. The approach is consciously to relate words belonging to the same root. Such an association offers an immediate and dramatic increase in the number of words the student can recognize, comprehend, and remember.

In our list of 510 common words, we easily found 109 new nouns obviously related to 109 verbs already on the list.[27] It was easy to find another 54 obviously related words such as an / année / anniversaire, appeler / rappeler, porter / apporter, jour / journée / journal / bonjour / aujourd'hui. This represents a potential increase in word power of over 20% through association, even if one does not count the associations that can be made between words already on the list. The important thing, however, is not an immediate increase in vocabulary; what counts is the clear demonstration of the value such association has as a routine procedure. It is too valuable ever again to be considered as an interesting, passing curiosity.

Part of the problem of learning words in another language is to arrive at the point where these "foreign" words have a clear and immediate meaning

for the students without reference to the mother tongue. For this to be the case, the students must read them, hear them, speak them, write them, compare them, contrast them, search out their origin, discover their derivatives and cognates, until they are old friends with whom they are totally familiar. Such an approach will greatly enhance the students' success in reading, listening and speaking. Much must go in for the mind to internalize before anything can come out spontaneously. In the past we have fed in too little and hoped for too large an oral output too soon.

We will say nothing of the great humanizing process that occurs when one studies words and their meanings within a language or between languages. Communicative competence, not humanization, is the goal of modern language learning. Technical achievement (native-like pronunciation and fluency) has carried the day.

Internal Lexical Grouping

Although the intelligent and consistent use of etymology is perhaps the greatest innovation in the teaching of vocabulary, another traditional resource that must not be overlooked is lexical grouping. The meaning of words becomes clearer and stays in the memory longer when we compare them and contrast them. In our list of 510 common words 137 (27%) have simple antonyms obvious to an English-speaking student with an elementary school French background or less, e.g., aimer ≠ détester; acheter ≠ vendre; beaucoup ≠ peu. Another 70 words (13%) in the list can be defined by an obvious synonym or simple definition, e.g., beau = joli; apporter = porter ici où nous sommes; chaussure = soulier, par exemple; en = dans; journée = 24 heures. In all, a minimum of 207 words or 40% of the total can easily be defined in terms of definitions, synonyms and antonyms.

Word Power

The real importance of etymological and lexical grouping may easily escape the teacher who is anxious to have his students perfect the standard language skills as quickly as possible. The importance lies in the fact that it is more important to win the war than to win the battles. Teaching vocabulary, if it is a continuous process using all the resources available, will provide the student with an attitude towards language learning in general, a winning attitude because it provides understanding

and the countless associations necessary to absorb and retain vast numbers of new words effortlessly. Students who recognize the largest number of words visually and aurally will outperform students who have spent most of their time trying to understand the agreement of the past participle[28] or the intricacies of the aspect of verbs and the sequence of tenses.[29] The teaching of grammar is easier for the teacher because it is cut and dried, but in proportion to the time spent it yields fewer immediate and long-term benefits to students. Likewise, the manipulation of strucural exercises[30] is easier for teachers, but it does not lead to communicative competence either; it only leads to competence in manipulating structural exercises.

Topical Grouping

Another helpful way of teaching vocabulary is to group words that students have already studied so as to give them a new set of associations to aid their memory. Our list of 510 common words includes the days of the week, the seasons, the months of the year, various colours, parts of the body, articles of clothing, pieces of furniture, food, household words, professions and most of the interrogative words. This type of grouping would involve at least 111 words or 21% of the total list of common words.

It is surprising how many students arriving at high school with some background in French still have difficulty comprehending aurally and using orally the numbers 1 to 100, the days of the week and the most basic interrogative sentences. This is not the fault of the elementary or junior high French teacher. It is a clear example of the time and practice necessary before the students internalize this basic vocabulary and make it their own. For this reason, it is not a waste of time in grades 9 and 10 to spend some time practising the use of simple numbers, dates and questions. Then to fix these words forever in the memory, the teacher should take advantage of any etymological, lexical or topical association available.

Types of Vocabulary Exercises

To review and consolidate the learning of the list of common words, the students could do exercises such as the following:

A Remplacez le tiret par un synonyme du mot entre parenthèses.
1 (une auto) Elle achète une nouvelle _____.
2 (un animal) Le lion est une _____ sauvage.

B Remplacez le tiret par un mot qui veut dire:
1 appareil qui vole: Le président va descendre de son _____.
2 à la maison de: Tu vas passer la nuit _____ ton ami?

C Complétez la phrase. Utilisez le contraire du mot entre parenthèses.
1 (sans) Elle va au match de hockey _____ son père.
2 (acheter) L'épicier lui _____ du papier.

D Employez un mot de la même famille (= racine) pour compléter la phrase.
1 (se raser) A Noël nous avons donné un _____ électrique à papa.
2 (prendre) Je vais aller au Québec pour _____ à parler français.

E Ecoutez votre cassette; puis écrivez le mot qui manque (is missing) dans chaque phrase.
1 Pourquoi est-ce que vous vous _____ de partir?
2 Ma _____ droite me fait mal.

F Trouvez un autre mot français de la même famille (= racine). Employez vos réponses pour compléter les phrases qui suivent (follow).
attention _____ (verbe) venir _____ (verbe)
descente _____ (verbe) jour _____ (adverbe)
1 Elle est _____ si gentille; c'est un plaisir que de lui parler.
2 Elle est sortie mais elle va _____ à midi.
3 Nous _____ Marie depuis 2 h. Est-ce qu'elle a oublié notre rendez-vous?
4 Nous sommes au deuxième étage. Pour sortir, il faut _____ au rez-de-chaussée.

G Le mot entre parenthèses est anglais. Trouvez un mot français de la même famille et employez-le pour compléter la phrase.
1 (mount) Elle _____ l'escalier quatre à quatre.
2 (stage) Le premier _____ de la fusée (rocket) est tombé dans l'océan.

H Ecoutez votre cassette. Ecrivez les cinq phrases que vous entendrez. Dans chaque phrase, il y a un mot de la même famille que le mot anglais entre parenthèses.

1 (spice) _____

2 (jolly) _____

Each of the above suggested types of exercises has been given in full in Appendix 9. They provide practice in the use of common words and at the same time reveal the important associations students should become familiar with. In addition, we have set all words in full idiomatic sentences. Students are always unconsciously absorbing correct French structure and usage.

As for the cassette, it assures that the study of vocabulary will involve the ear as well as the eye. In other words, the vocabulary component is integrated into the existing course. The teacher's overall aural-oral objectives will not be set aside; they will be enhanced by the addition of a new component that supports them. This kind of vocabulary study will help students to reach the aural-oral objectives more quickly. After all, you do need words before you can understand or speak. The greatest single weakness of students of French at all levels is lack of words.

Part II: An Experiential Approach

The preceding part of this paper has dealt with what we call a predetermined approach to teaching vocabulary. It is "predetermined" to the extent that the list of 510 common words is given as a fixed starting point and that the exercises are supplied ready-made for the teacher and students. Such a "predetermined" approach is common practice in most school subjects. It has been traditional in language teaching for two main reasons. (1) It allows the Ministry of Education and the school board to control the content and quality of courses. (2) It relieves the teacher of the burden of preparing his own materials.

Such predetermined or prepared materials are obviously essential in any course. They are, however, at the same time, a great weakness. Most teachers rely on them almost exclusively. What is learned is determined

by the materials available and not by the needs or interests of the students. Such reliance on packaged courses was perhaps justified in the 1960's when the school systems were expanding so rapidly that experienced teachers could not be found in sufficient numbers. In some schools the average teaching experience of the staff was less than five years. This expansion coincided with the introduction of new French courses based on new philosophies. It was a time when close control over course content and teaching methods was particularly appropriate.

Ten years later we have a rapidly declining school population. Few new teachers are being hired. Those on staff have considerable teaching experience. French teachers are now often familiar with the historic development of language teaching over the past twenty years. They are often familiar with more than one recently published French course. But more important, many of them have a better command of conversational French than teachers of twenty years ago. They are in fact in a position to offer their students much more than any "packaged" course could. But they don't. Why? Because the Ministry of Education, the boards of education and the teachers themselves still think solely in terms of "packaged" courses.

The next major breakthrough in the teaching of French as a second language in Canada, and the logical follow-up to immersion classes and French begun in the junior grades, will be the use of "raw" or authentic materials intended for the French-speaking community: newspapers, magazines, radio and television.

All existing courses prepare students to reach some objective. None of these courses -- nor the Ministry of Education -- gives a precise definition of the objectives. These have usually been linguistic and cultural. Recently, however, they seem to be motivational. In other words, the unspoken objective is to retain students in the French class. To do this the linguistic (reading, listening, speaking) objectives are cut back and understanding is emphasized so that an increased number of students can have success in the course. This is a pronounced reaction against Canadaian courses written in the mid and late '60's.

The single biggest criticism of today's French courses is that they do not lead to a transfer of language skills from the classroom to the real French world. They lead to an increased ability to perform textbook exercises. The great advantage of an authentic-material course, on the other

hand, is that the course in in fact the objective. It is not just the means as are our present courses. Now most grade 13 French students after eight years of study cannot read a French newspaper, listen to French radio or watch French television. Not one of the existing courses makes more than a token effort to transfer skills from prepared to authentic materials. In grade 13 the student is still spending far less than 5% of his time attempting to penetrate the French-language media. Why?

Several reasons can be given for this neglect of authentic materials. (1) French radio and television have only recently become available in anglophone communities. (2) Anglophone teachers of French have been too insecure in their own command of French to attempt to use the French media. (3) Neither the Ministry of Education nor school boards has encouraged teachers in this direction. (4) Authentic materials have been considered too difficult for any but university undergraduates and graduates. (5) No one has found a way to use such "unpackaged", unadapted, unedited materials. What is needed is a new look at the needs of students who are arriving in our secondary school French classes, a methodology for using authentic materials and a demonstration of their feasibility.

It is our firm belief as a result of over eight years of use of authentic materials in Toronto secondary schools that such materials can be used with a high degree of success at intermediate and senior levels with both strong and weak students. The prerequisites are suitable authentic materials, scripts for recordings, work sheets, an understanding of the experiential approach to teaching vocabulary and a modified concept of testing. The most important of these is the experiential approach to vocabulary.

The following suggestions for teaching vocabulary can be used with our present "packaged" courses or with a course based on the authentic materials mentioned above. The approach in question is experiential, that is to say, not predetermined. The vocabulary to be studied is based on the needs (as perceived by the teacher) and interests of the students from day to day. If, as the lesson progresses, a student confuses ou and où, apporter and amener, et and est or où and qui, these immediately become the vocabulary to be learned. If students speak in English, their comments obviously represent what they want to say, and, therefore, become the

vocabulary to be learned in French: Forget it becomes C'est pas la peine. Other such expressions are: I don't understand (Je ne comprends pas), May I be excused? (Puis-je sortir?), a tie game (un match nul), etc. The teacher must decide from his experience what words have a priority. Obviously this approach will fail if the teacher does not distinguish between high-frequency words and less common, less useful ones. The new words may arise spontaneously as mentioned above or they may come out of the grammar or reading parts of the course ... or even from the authentic materials!

Many good educational theories are never put into practice because the teacher cannot find a way of implementing them. Usually it is necessary to give only one workable approach. Then many teachers will try it and find their own variation with which they feel comfortable. Here is one way of dealing with the experiential approach to vocabulary teaching. It has been classroom-tested for four years in grades 10 to 13 with both weak and gifted students. It is amazingly simple. It works!

(1) The teacher instructs the students to set aside a special section in their workbooks for vocabulary. Each day they enter the date and all the words the teacher writes on the vocabulary section of the blackboard.

(2) The teacher reserves a portion of the blackboard for vocabulary. He puts the date at the top of the board. As the lesson progresses, he adds new words to the list. It should be stressed that new words must be limited to what is necessary, interesting and of high frequency. The teacher must not foist upon his students obscure words and phrases of particular interest to him. The students' needs and interests dictate the choice.

(3) The teacher keeps his own record of all the words that he puts on the board. A student secretary makes the teacher's copy as well as his own. Again it is essential that there be a date so that each day's work can be recognized.

(4) At intervals of about a month or six weeks the students should review portions of their vocabulary notes for a test, e.g., the section from October 2 to November 6. The main things to remember for tests

are the following:

- to warn the students well in advance;
- to keep the dates and limits of the tests written on a small section of the board reserved for announcing tests;
- to give one or more dry run tests before the day of the real test.

The above procedures greatly enhance the results of the test and assure that most students will enjoy a success experience.

The number of words in the section for testing (e.g., October 2 to November 6) may appear large at first, but if the above pre-test precautions are taken and if a choice factor is built into the test, the resultant class average will be as high or higher than those of other reading, writing or oral tests.

Like all tests, this vocabulary test is primarily motivational and only secondarily a means of determining placement. It is a means of encouraging students to adopt successful study habits and to carry out at home a review that will consolidate the work done in class. In the case of vocabulary, it must be a test that takes into account the element of human forgetting. Even the best students who review thoroughly will forget some of the words. The test then includes choice as a counterbalance to forgetting. Having used the experiential method of teaching vocabulary for four years, we have found that a choice ratio of about 4 out of 6 has the double effect of being difficult enough to force students to review and yet fair enough to produce average marks comparable to or slightly better than those of other tests.

Next, the test should be constructed so as to force students to demonstrate a broad and flexible approach to vocabulary learning. For this reason we use six different questions testing different aspects of the student's knowledge about vocabulary. First, he must be able (1) to supply a synonym, (2) to give an antonym, (3) to give another word from the same French and English roots, (4) to translate a word or phrase from French into English, (5) to translate a word or phrase from English into French, (6) to choose from a list the words necessary to complete French sentences. These types of questions reflect the ways in which the students are encouraged daily to consider new or previously taught words with respect to lexical grouping (synonym, antonym), internal etymological

grouping (another French word from the same root), external etymological grouping (a French or English word related etymologically to a word in the other language), semantic comparison (French-English and English-French translation of words and phrases), and use in context. None of these aspects of word study should be omitted. They are all necessary to form lasting associations in the students' minds. The students who learn to view new words in these ways will be well equipped to continue learning more about the language on their own. Any motivational test must reflect this total approach to vocabulary learning.[31]

Conclusion

The biggest single weakness of present-day French students at the secondary level is their lack of a broad vocabulary to facilitate reading, listening and speaking. They are capable of penetrating the real francophone world -- radio, television, newspapers and magazines as well as books -- if this weakness is overcome. The teaching of vocabulary should be made an integral part of second language study so as to allow students at the secondary level to realize their legitimate language aspirations.

The teaching of vocabulary should involve a comprehensive approach using all that is known about etymology and experiential learning. This comprehensive approach can be integrated with existing French programs, but more important, it makes possible the use of authentic materials at the intermediate and senior levels. It is no longer necessary to postpone until the graduate level or later the basic goal of the French teacher and students -- the transfer from textbook language to authentic communication.

Appropriate testing is an essential concomitant of vocabulary teaching. It should be used as a motivational teaching tool.

Vocabulary study is inherently interesting. It also enables both strong and weak language students to reach satisfying objectives and to enjoy more than usual success in the process.

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Sir Sandford Fleming S.S.
North York Board of Education

References and Notes

1 Vid. Appendix 1.

2 Ray, M., K.B. Lutz. Audio-Lingual Materials. New York: Harcourt, Brace & World, Inc. revised 1969.

3 By the late 1960's, the word "grammar" had almost been banished from the official vocabulary of the language teacher. It was a "dirty word". Some authors replaced it with euphemisms such as "Observations sur la langue." Vid. D. Kerr & M. Nemni. Ici on parle français, level 4, Student's Textbook, page 15.

4 Rondeau, G., J.P. Vinay. Le Français international. Montreal: Centre Educatif et Culturel, Inc., 1967. Level 2, Teacher's Book, page 5. The means of assuring comprehension of lexical elements include pictures, gestures, mime and showing of objects. Use of the students' native language is not included. How then do students learn the meaning of such abstract words as toujours, encore, en effet, sais, crois, etc.?

5 In North York, French instruction was introduced in grade 6 in 1967, in grade 4 in 1975. Elementary school immersion classes began in 1973.

6 In Toronto, CBC French television is broadcast on channel 25; the CBC French AM radio station is CJBC 860. Daily or weekend only subscriptions to French newspapers are available at reasonable rates,e.g., Le Devoir, Montreal, $60 per year; Saturday edition only $19.

7 E.g., Ontario Ministry of Education, Curriculum I-15A (9-10), French Grades 9 and 10. A Ministerial committee sat in the summer of 1977 to prepare new French second language guidelines.

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21 Paris: Librairie Larousse, 1968.

22 From Latin to Modern French. Manchester: Manchester University Press, reprinted 1973. Vid. part 5, Anglo-Norman.

23 Mossé, Fernand. Paris: Aubier, Editions Montaigne, 1966.

24 Vid. Appendix 5.

25 Vid. Appendix 6.

26 Vid. Appendix 7.

27 Vid. Appendix 8.

28 E.g., Ils se sont demandé ? si elle en avait trouvé ?.

29 E.g., Je la verrai quand je ___?___ (être) à Ottawa.

30 E.g., Qu'avez-vous gagné? (Rien)
Je n'ai rien gagné non plus.

31 Vid. Appendix 10.

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Appendix 1

DEPARTMENT OF EDUCATION, ONTARIO

GRADE 13 ANNUAL EXAMINATIONS, 1962

FRENCH COMPOSITION

NOTE 1. *The Presiding Officer will place both Part I and Part II on your desk at 1.30 p.m.*

NOTE 2. *Part II may be answered at any time during the examination period. You are advised to allow approximately 30 minutes for it. The folder containing Part II is to be inserted in your examination book before the book is placed in the answer envelope.*

PART I

NOTE. Write answers *on alternate lines* throughout the paper. Write in words all numbers in the sentences and in the prose.

A

Traduisez *en français* les mots anglais entre parenthèses. Ne copiez pas les phrases.

1. Il (was raining) très fort au moment où nous sortions de l'église.
2. Tous les soirs la bonne (serves) le thé au salon après dîner.
3. (Will he come) à la réception après-demain?
4. Il (would be better) payer la note tout de suite.
5. Si vous (answered) à la question, je saurais que faire.
6. Je ferai le voyage pourvu qu'elle (is willing) bien m'accompagner.
7. Nous (offered) de lui prêter la voiture.
8. Ils (appeared) confus chaque fois que le curé les regardait.
9. (Don't complain) si vous perdez votre argent. Ce placement n'est pas sûr.
10. Je (will run) très vite pour arriver à la gare avant le départ du train.

B

Traduisez *en français* les mots anglais entre parenthèses. Ne copiez pas les phrases.

1. Quand il fait chaud j'aime mieux rester à la maison (than) voyager.
2. Je refuse d'aider Alice; il lui faudra (to do without) mon aide.
3. Depuis son départ Jeanne me manque (more and more).

[TOURNEZ]

4. (No later than) demain je vous donnerai ma décision.
5. Le monsieur (with) la barbe noire est l'associé de mon oncle.
6. Mon neveu m'a remercié (for) l'avoir aidé.
7. Les Russes boivent le thé (from) un verre.
8. Nous avons vu la partie de football (on) la télévision.
9. Je ne l'ai pas vu (for) trois mois.
10. Il a besoin d'argent et il acceptera un poste (whatever).

C

Traduisez en français. (*N'employez pas le passé défini dans ces phrases.*)

1. Little Stenne could tell you which of the regiments had a good band. According to him, that of the ninety-sixth didn't amount to much.
2. The first sentinel let the spies pass after asking a few questions. He didn't want to prevent them from picking up potatoes in the near-by fields.
3. Abbé Martin had just had an astonishing dream. His parishioners were neither in heaven nor in purgatory. A handsome angel thought they must be in hell.
4. When he heard of his son's treason the old fellow left home without looking back. Nobody has ever seen him since. We don't know what became of him.
5. The inhabitants of Rethel have decided to resist the enemy. Every day they take turns drilling on the public square. It is a question of patriotism.
6. Although there were many Prussians outside, Berthine opened the heavy door. "Come in quickly", she said. "Hide in the cellar. The French will be here very soon."
7. A friend of ours had to fight a duel. The colonel and I promised him to find a second (i.e., *a witness*) who would know how to arrange matters.
8. Please turn on the light as soon as it gets dark. I realize you are doing something important, but you must not ruin your eyes.
9. The horse, terrified by the shouts, finally began to gallop. The rider, unable to master the animal, almost died of fright.
10. Several times a day the Austrians demanded coffee. It was hard to find it during the war. We didn't drink any even on Sundays.
11. What made you think of him? Perhaps you have heard that his grandfather, whose will was read this morning, has left him more than seventy-five thousand dollars.
12. What a rude guest! He spoke of the emperor with such scorn. He ought to have remembered that he was addressing a former soldier.

13. The officer had been sleeping soundly for half an hour when the little boy entered his room and killed him. He deserved what happened to him.

14. The bandit is wounded in the leg, but I think he will be able to escape. He will reach the thicket unless the police can find the path he took.

15. "I'm not trying to tease you, Fortunato. This silver watch will be yours if you will persuade Gianetto to surrender before Mateo gets back."

16. We were astonished when Jeanne Bertaut married Victor. She was as reserved as he was talkative. Thanks to her, Victor became one of the most famous men in the country.

17. At about forty years of age Jeanne died suddenly. Her friends feared that her death would put an end to Victor's career. They waited in vain for that misfortune.

18. Alban couldn't get to sleep. He was worried because of his children. The latter understood that something was the matter with their father. Rosaire wanted to send for a doctor.

19. Whoever doesn't like plowing, hard work, and fine crops isn't obliged to stay here. We don't want cowards in our family.

D

Traduisez en français.

In 1793 all France was groaning under the Reign of Terror. Many people were afraid to go out at night, so that the streets were almost deserted after sundown. It was all the more surprising then that an old lady, quite alone, should walk so far on a winter evening to get a small package at a pastry shop. Hunger and poverty were written on her pale, wrinkled face. Her clothes were very worn, but nevertheless were carefully mended.

Hardly had the woman left the store when a sinister person began to follow her. It was foggy and the man's features could not be seen clearly. The poor old aristocrat wondered whether the stranger was a royalist or a Jacobin. She was not long in learning that he was a hated executioner. He wanted to have prayers said for the repose of the soul of Louis the Sixteenth, whom he had put to death a short time before. He had succeeded in discovering the identity of two nuns who were living in the attic of a lonely old house. They were protecting a priest who had not accepted the constitution. The priest consented to celebrate mass, and he received as a gift a handkerchief spotted with blood and marked with the royal crown.

Appendix 2

The following list is made up of words common to at least 4 of these five programs: le Français Partout (to level 3), Ici on parle Français (to level 3), Le Français International (to level 3), Passeport Français (to level 4) and le Français Fondamental Level 1. Words indicated by an asterisk occur in all 5 of the above programs.

*à
accident
d'accord
*acheter
*adresse
*âge
*agent (de police)
aider
*aimer
*aller
allô
*alors
*ami
amusant
s'amuser
an
animal
*année
*août
appareil
appartement
s'appeler
apporter
*après
*après-midi
*argent
s'arrêter
*arriver
s'asseoir
assiette
*attendre
*attention
*aujourd'hui
*au revoir
*aussi
*auto
*autobus
automne
*autre
*avant
*avec
*avion
*avoir
*avril

bain
balle
banane (not in Français Fondamental)
barbe
*bateau
*beau
*beaucoup
bébé
besoin
bête
beurre
*bicyclette
*bien
*bien sûr

*bientôt
bifteck not in FF
*billet
*blanc
*bleu
*blond
*blouse
boeuf

*ça
*café
cahier not in FF
*campagne
carte
*ce, cet, cette, ces
centre not in FF
certainement
*chaise
*chambre
*chance
chandail not in FF
*chanter
*chapeau
*chaque
*chaud
chaussette
chaussure
*chemise
chèque
*cher
chercher
*cheveux
*chez
*chien

boire
*bon
*bonjour
boutique
*bras
*bruit
*brun
bureau

*chocolat
choisir
chose
*cinéma
*classe
*clef
client
coin
*combien
*comme
commencer
*comment
comprendre
connaître
*continuer
côté
*se coucher
*couleur
*cousin
couteau
*cravate
crème not in FF
croire
cuiller
*cuisine

dame
*dans
danser
date not in FF
*de
*décembre
déjà
*déjeuner
*demain
*demander
*demi
*dent
se dépêcher
depuis
dernier
derrière
descendre
deuxième
*devant
devoir
devoirs
difficile
*dimanche
*dîner
*dire
directeur
disque
*docteur
dollar not in FF
donc
*donner

*eau
*école
écouter
*écrire
*eh bien
élève
*en
encore
*enfant
*enfin
entendre
*entre
entrer
envoyer
épaule
épicier
essayer
*et
étage
*été
*être
*étudier
eux, elles

face
*faim
*faire
*famille
*fatigué
*femme
fenêtre
*fermer
fête
*février
*fille
*film

*fils
fin
finir
fleur
*fois
formidable not in FF
fou

fourchette
*frais
*français
*frère
*froid
fromage
*fruit

*garage
*garçon
gâteau
gauche
gentil
*grand

*grand-mère
*grand-père
grands-parents
gris
*gros

*s'habiller
*habiter
d'habitude
*heure
*hier

*histoire
hiver
hockey not in FF
homme
hôtel

*ici
*idée
image
important

impossible
intelligent
intéressant

*jamais
*jambe
*janvier
*jaune
*jeudi
*jeune
*joli

*jouer
*jour
*journal
journée
*juillet
*juin
*jupe

*là
là-bas
lac
laisser
*lait
*se laver
leçon
légume
lettre
*leur

*madame
mademoiselle
*magasin
*mai
main
*maintentant
*mais
*maison
*mal
*malade
*maman
*manger
*manteau
*marcher
*mardi
*mari
se marier
*mars
match not in FF
*matin
*mauvais
même

*se lever
*lire
lit
*livre (m)
loin
long
longtemps
*lui
*lundi
lunettes

mer
*merci
*mercredi
*mère
mettre
*midi
*minuit
minute
*moi
*moins
*mois
*moment
*mon, ma, mes
monde
*monsieur
montagne
monter
montre
*montrer
morceau
motocyclette
musique

*nager
*neige
n'est-ce pas
nez
*noir
*nom
nommer
*non
notre, nos
*nouveau
*novembre
*nuit
*numéro

*octobre
œil
oeuf
oiseau
*on
*oncle
oreille
*ou
*où
*oui

*pain
*pantalon
*Papa
*parce que
pardon
*parents
*parler
*partie
*partir
partout
*se passer
*pauvre
*payer
se peigner
pendant
*penser
perdre
*père
*personne
*petit
*peu
*peur
*peut-être
photo
*pièce
*pied
place
plaisir
*pleuvoir
pluie
*plus
police
pomme de terre
porte
porter
poulet
*pour
*pourquoi
pousser
*pouvoir
*préférer
premier
prendre
*préparer
près
presque
*prêt
printemps
prochain
professeur

not in FF

profession

*quand
quart
*que
*quel
quelque chose
quelquefois

radio
raison
*raser
*regarder
*rentrer
réparer
*répondre
réponse
se reposer
*restaurant
*rester

sac
salade not in FF
*salle
*salle à manger
*salle de bain
*samedi
*sans
*savoir
*semaine
*septembre
*sérieux
seulement
*si
ski not in FF

*puis

*qu'est-ce que
qu'est-ce qui
*question
*qui
qui est-ce que
quoi

*retard
réveiller
revenir
riche
*rien
*rivière
*robe
rose
*rouge
*rue

*soeur
*soif
*soir
*soleil
*son, sa, ses
sonner
*sortir
*soulier
*soupe
souper not in FF
*sous
*souvent
*sport
stylo

sucre
sud
*suite

*sur
*sûr
*surtout

*table
*tant
*tante
*tard
*tasse
*taxi
*téléphone
*téléphoner
*télévision
*temps
*tête
*thé
*tiens!

timbre
toi
*ton, ta, tes
*toujours
*tout
tout à l'heure
*tout de suite
train
travail
*travailler
traverser
*très
*trop
*trouver

vacances
valise
vendre
*vendredi
*venir
vent
verre
vers
*vert
vêtements
viande
vie
*vieux
village

*ville
visiter not in FF
*vite
*voilà
*voir
*voiture
voler
voleur
*votre, vos
vouloir
*voyage
*voyager
vrai
vraiment

*y

yeux

Appendix 3

Word List 2

These are words common to 4 out of 5 of the following: Levels 1 to 4 of Ici on parle français, Le Français partout, Le Français international, Levels 1 to 5 of Passeport français, and Le Français fondamental 1er degré.

*An asterisk indicates that the word is found in 5 out of 5 programs.
(1) indicates that the word has appeared on list 1 as common to 4 out of 5 courses.

d'abord
*accident
accepter
*d'accord (1)
aéroport not in F.F.
affaire
*agréable
*aider (1)
air
allumer
amener

se baigner
banque not in F.F.
*barbe (1)
bas
*bébé (1)
bière
*boeuf (1)

cadeau not in F.F.
capitale
ceinture

*s'amuser (1)
*animal (1)
anniversaire
*appareil (1)
*appartement (1)
*apprendre
*s'arrêter (1)
arrivée
artiste
*assez
*automne

boîte
bord
*bouche
boucher n.
bouteille
*boutique (1)
*bureau (1)

*certain
changer
chanson

chat
chauffeur
chemin
*chercher (1)
*cheval
*chose (1)
ciel
cigarette
commode
*comprendre

*dame (1)
dangereux
danse
debout
*décider
dehors
départ
*depuis (1)
*dernier (1)
*descendre (1)
*dessert
*dessin
détester

*employé
*encore (1)
endroit
enseigner not in F.F.
ensemble
*entendre (1)
enveloppe

compter
conduire
content
contre
courir
*court
*coûter
crayon
cultiver
curieux

*deuxième
devenir
*devoir (1)
différence
*difficile (1)
*directeur (1)
discuter
*disque (1)
doigt
dommage not in F.F.
*donc (1)
dormir
droite

*envoyer (1)
*épaule (1)
espérer
essence
*étage (1)
s'excuser
exister not in F.F.
expliquer

facile
façon
faute
ferme
feu
*fin (1)

gagner
garagiste
garder
*gâteau (1)
genou
gens

*d'habitude (1)
haut
hein
*heureusement

île
*important (1)

jeu
*journée (1)

*là-bas (1)
*laisser (1)
*langue
*leçon (1)
lentement not in F.F.

*finir (1)
fleuve not in F.F.
fort
*fou (1)
fumer

*gentil (1)
gouvernemnt
*grands-parents (1)
*gris (1)
groupe
guerre

*heureux
*hiver (1)
*hôpital
*hôtel (1)

ingénieur
*intéressant (1)

jusqu'à
juste

lieu
ligne
*lit (1)
*long (1)
*longtemps (1)

*main (1)
maître
manquer
marchand
*se marier (1)
méchant
médecin
meilleur
*mer (1)
*mettre (1)
*mieux

nationalité
neiger
*nez (1)
Noël not in F.F.

occuper
*oeil (1)
*oreille (1)

paix
*paquet
*par
paraître
*passeport
patron
pays
pêcher
*perdre (1)
permettre

*moderne
*monde (1)
*montagne (1)
*monter (1)
*morceau (1)
mort
mot
*motocyclette (1)
mourir
mur
*musique (1)

*nombre
*nommer (1)
nouvelle (n.)

*oublier
ouvrier
ouvrir

*petit déjeuner
pharmacie
pharmacien
*photo (1)
pierre
plaire
plein
pleurer
plusieurs
plutôt

poisson
poli
*police (1)
pomme not in F.F.
*porte (1)
*porter (1)
poser
possible
poste
*pousser

quand même
*quart (1)
*quartier
*quelque

*radio (1)
*raison (1)
rappeler
rencontrer
*rendre
*réparer (1)
repas
*réponse (1)
ressembler

*sac (1)
*saison
salaire
sale
salon not in F.F.
salut! not in F.F.
sauter
secondaire not in F.F.
service
serviette

*premier (1)
*prendre (1)
près
*présenter
président not in F.F.
prêter
*printemps (1)
*prochain (1)
se promener
propre

*quelque chose (1)
*quelquefois (1)
quelqu'un
quitter

résultat
*retourner
réveil
*revenir (1)
rire
riz
*rose (1)
*route

*servir
seul
*seulement (1)
simple
*sorte
sourire
station not in F.F.
suivre
surprise

tableau
tellement
*terre
terrible
théâtre
tirer
*tomber
tôt

*vacances (1)
veau
vendeuse, vendeur not in F.F.
*vendre (1)
*vent (1)
vide

*yeux (1)

tour
tout à fait
*tout à l'heure (1)
tranquille
*travail (1)
troisième not in F.F.
trottoir
tuer

*vie (1)
*village (1)
*vin
visite not in F.F.
vivre
*voler (1)

Appendix 4

Common Word List	Classical/*Vulgar Latin	English Same Root	Meaning
à	ad (to, in, at)	at (cognate of ad)	to, in at
d'accord	*acchordare (tune an instrument)	accord (agreement)	agreed, O.K.
acheter	*accaptare(try to get)	———	buy
agent	agens (doing, acting)	agent	policeman, agent
aimer	amare (love, like)	amiable (likeable)	love, like
aller	*alare (go)	alley (lane)	go
alors	illa hora (at that hour)	hour	then (at that time)
ami	amicus (friend)	amiable (likeable)	friend
amusant	*amusant (amusing)	amusing	amusing, funny
s'amuser	*amuser (amuse)	amuse	have fun, enjoy oneself
an	annus (year)	annual (yearly)	year
année	annus (year)	annual (yearly)	year
août	Augustus (August) (*agustu → aost → août) aoust	August (reconstruction of ME aust giving Austin. Cf. OF aoust)	August
appareil	apparatus (equipment, instruments) *appariculum	apparatus (instruments for a specific use)	apparatus, instrument, device
s'appeler	appellare (speak to, call upon)	appeal to,(call upon)	to be called
apporter	apportare (bring = carry here)	porter (one who carries), transport	bring, carry here
après	*adpressum (pressed together)	———	after
après-midi	adpressum medius (middle) dies (day)	———	afternoon
argent	argentum (silver, silver coin)	Argentine	money
s'arrêter	*arrestare (to stop)	arrest	stop
s'asseoir	*assĕdēre (sit)	assiduous	sit down
assiette	*assĕdēre (sit)	assiduous	plate
attendre	attendere (attend to, direct one's attention towards)	attend to, attendant	wait for

attention	attentionem (attention)	attention	attention; Look out!
aujourd'hui	diurnus (daily) + hodie (today)	journal (magazine)	today
au revoir	videre (see)	vision (seeing), revision	Good-bye
aussi	aliud + sic (other + so)	alias	also
auto (voiture automobile)	auto (self) mobile (moving)	auto	auto
autobus	voiture automobile omnibus (self-moving carriage for all)	bus	bus
automne	autumnus (fall)	autumn	autumn
autre	alter (the other)	alternative (the other choice between two)	other
avant	*abante (ante: before)	advance (payment) ('advance': bad spelling for ealier 'avance')	before
avec	*abhoc (with)	———	with
avion	avis (bird)	aviation (flying)	airplane
avoir	habere (to have)	avoirdupois (to have some weight)	have
avril	aprilis (April)	April	April
bébé	———	———	baby
besoin	*bisunnia (care)	———	need
bête	*besta (wild animal)	beast	animal, beast
beurre	butyrum (butter)	butter	butter
bicyclette	bi + cyclos (two + wheel)	bicycle	bicycle
bien	bene (well)	benefactor (person who has given financial help)	well
bien sûr	{ securus (free from care or danger { bene (well - very)	secure	of course
bientôt	tostum (roasted → hotly → soon)	toast (burned bread)	soon

bifteck	beefsteak	beefsteak	beefsteak
billet	———	billet (soldier placed in a private home for lodging)	ticket
blanc	*blank (bright)	blank, blanch	white
bleu	*blaco (blau = blue)	blue	blue
blond	*blundus (blond)	blond	blond
blouse	———	———	blouse
boeuf	bovem (cow)	bovine (cowlike)	beef; ox
boire	bibere (drink)	imbibe (drink)	drink
bon	bonus (good)	boon, bonny, bonus	good
bonjour	bonus + diurnus (good + day)	journal	good day, hello
boutique	*botica (store)	boutique	small store, shop
bras	bracchium (arm)	bracelet, brace	arm
bruit	*brugere (make a noise)	———	noise
brun	*brunus (brown)	brunette	brown
bureau	bure (homespun cloth)	F.B.I. bureau (office)	office
ça	ecce hac (look, this way)	———	that
café	kahvé (coffee) (Turk.)	coffee	coffee
cahier	quaterni (group of four)	quatrain (4-line stanza)	notebook
campagne	campus (field)	camp, campaign	countryside
carte	charta (paper)	chart	card; map
ce, cet, cette, ces	ecce istum (look, that of yours)	———	this, that
centre	centrum (centre)	centre	centre
certainement	certus (certain, sure)	certain	certainly
chaise	cathedra (chair)	chair	chair
chambre	camera (arch; bedroom, 4th C.)	chamber	bedroom
chance	*cadentia (falling) (cheoir → cheant → cheance)	chance (luck)	luck

chandail	marchand d'ail(garlic monger)	merchant	sweater
chanter	cantare (sing)	chant	sing
chapeau	cappa (hood)	cap	hat
chaque	{ unum cata unum → cha un → chacun → chaque	———	each
chaud	calidus (hot)	chafing dish (heating dish), calorie	hot
chaussette	calceus (shoe)	calceolaria (slipper-shaped flower)	sock
chaussure	calceus (shoe)	calceolaria	shoe
chemise	*camisia (smock)	shimmy (wobble)	shirt
chèque	eschec (OF a check at chess)	cheque	cheque
cher	carus (dear) exchequer bill	cherish (hold dear)	dear
chercher	*circare (go around, explore)	search	look for
cheveux	capillatura (hair)	capillary (hairlike, slender)	hair
chez	OF en chies ← in casa (at home)	———	at the home of
chien	canis (dog)	canine	dog
chocolat	———	———	chocolate
choisir	ME and OF chois	choice	choose
chose	causa (=res: thing)	cause	thing
cinéma	Greek κίνημα (movement)	cinema	movies
classe	classis (class, division)	class	class
clef	clavis (key)	clef (key)	key
client	clientem	client	client
coin	cuneus (wedge)	coin, cuneiform	corner
combien	quomodo + bene	———	how much, how many
comme	quomodo (how)	———	like, as
commencer	cominitiare (begin)	commence	begin
comment?	quomodo + mentem; OF com	———	how?

comprendre	comprendere, comprehendere	comprehend	understand
connaître	congnoscere (recognize)	cognizant, connoisseur	know
continuer	continuare	continue	continue
côté	costa (rib; side)	coast, costal	side; coast
se coucher	collocare	couch	lie down
couleur	color	colour	colour
cousin	cosinus (consanguineus)	cousin	cousin
couteau	culter (knife; ploughshare) cultellus (little knife)	cut, cutlery, cutlet, cutlass	knife
cravate	———	cravat	necktie
crème	*crama	cream	cream
croire	credere	credible, creed	believe
cuiller	cochlearium (spoon)	———	spoon
cuisine	coquina (used for culina)	kitchen; cook; cuisine	kitchen
dame	domina (mistress)	dame	lady
dans	*deintus (from within)	———	in, into
danser	OHG dansôn	dance	dance
date	data	date	date
de	de	descend	of, from
décembre	decem (ten), decembris	December	December
déjà	*des (as of) + ja (iam:at once)	———	already
déjeuner	*disjejunare → disjunare ("break fast")	———	breakfast
demain	de + mane	———	tomorrow
demander	demandare (entrust)	demand	ask
demi	dimedius (half)	demigod, demitasse	half
dent	dentem (tooth)	dentist, dental	tooth

se dépêcher	*dis + pedicare	(dispatch is from pangere)	hurry
depuis	de + *postius (from + after)	———	since
dernier	*deretranus (from + back)	———	last
derrière	*de + retro (from + back)	derrière (behind)	behind
descendre	descendere (come/go down)	descend	to come (go) down
deuxième	duo, O.F. deusimes	deuce (two)	second
devant	de + avant (← abante)	———	in front of
devoir	debere	debt (restored spelling of ME det)	duty
devoirs			homework
difficile	difficilis	difficult (replaced earlier difficil; back-formation of difficulty)	difficult
dimanche	dies dominicus (day of the Lord)	———	Sunday
dîner	*disjejunare	dinner	dinner
dire	dicere	dictum (saying), dictate	say
directeur	directus (dirigo= arrange, set in order)	director (from Anglo-F directour)	principal; manager
disque	discus (quoit)	disc/disk	record (musical)
docteur	doctor (learned person; teacher, instructor)	doctor (ME ← OF docteur)	doctor
dollar	All: Daler ← Taler	dollar	dollar
donc	tumque → tunc	———	therefore, then
donner	donare (give as a present)	donate, donor	give
eau	aqua (water)	aquatic	water
école	schola (school)	school (ME scole; OF escole)	school
écouter	auscultare → ascultare → escolter	scout	listen
écrire	scribere (write)	scribe, inscription (ME inscripcioun)	write
eh bien			well!

élève	eslever ← exlevare ← elevare (raise)	elevate (raise)	pupil
en	{ pron.adv. ent ← inde prep. in	——— in	of it, of them; some in, by
encore	hinc hac hora	encore	still, again
enfant	infantem (not speaking)	infant (ME enfaunt)	child
enfin	in + finem (at last)	final	at last, finally
entendre	intendere (direct one's attention towards)	entente; intend, intent	hear, understand
entre	inter (between)	inter-city	between
entrer	intrare (enter)	enter	enter
envoyer	inviare (set foot on)	envoy	send
épaule	spatula	spatula, epaulette	shoulder
épicier	species (spices, drugs)	spice	grocer
essayer	*exagiare	essay	try
et	et (and)	& (ampersand) represents the e of the Latin et	and
étage	*staticum	stage	floor (in house)
été	aestatem (summer)	aestival	summer
être	*essere ← esse (to be)	———	to be
étudier	studium	étude (music)	study
eux, elles	illos, illas	———	them, they
face	VL facia ← CL facies	face	en face de : opposite
faim	fames (hunger)	famine, famished (fame aphesis of affamer)	hunger
faire	facere (do, make)	feat, affair, feasible	do, make
famille	familia	family	family
fatigué	fatigare	fatigue	tired
femme	femina	feminine	woman

fenêtre	fenestra	fenestration	window
fermer	firmare (make firm) firma (fixed payment)	farm/ firm (restored from ME ferm)	close
fête	festus (joyful)	feast	feast; holiday
février	Februarius	February	February
fille	filia (daughter)	filial	daughter, girl
film	film (A.S.)	film	film
fils	filius (son)	filial	son
fin	finis (end)	final, finish	end
finir	finire (finish)	finish	finish
fleur	florem (flower)	flower/flour	flower
fois	OF feiz/veiz ← CL vices	vice-principal	times
formidable (precious exaggeration)	formidabilis (causing fear, terrible)	formidable (causing fear, hard to overcome)	great! terrific!
fou, folle	follis (bellows, windbag;scrotum)	fool/folly	mad, crazy
fourchette	furca (fork)	fork (AS force; ONF forque)	fork
frais	OHG frist, A.S. fersc	fresh	cool; fresh
français	*Francia	France, French	French
frère	frater (brother)	friar (brother in religious order) fraternity (brotherhood)	brother
froid	frigidus (cold)	frigid (very cold)	cold
fromage	formaticus caseus	————	cheese
fruit	fructus (fruit)	fruit	fruit
garage	Fr. garer (make safe)	garage	garage
garçon			boy; waiter
gâteau	(francique) *wastil (food)	————	cake
gauche	M Fr. gauchir (become crooked)	gawky (clumsy)	left; awkward
gentil	gentilis (belonging to a gens or race	gentle, genteel (jaunty) gentiles (τὰ ἔθνη = the Nations)	nice, kind

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grand	grandis	grand	tall, big, great
grand-mère	mater	grandmother	grandmother
grand-père	pater	grandfather	grandfather
grands-parents	parentem	grandparents	grandparents
gris	OHG gris	grizzly	grey or gray
gros	*grossus = fat, big	gross/grocer	big, fat
s'habiller	————	————	get dressed
habiter	habitare	inhabit, habitation	live in
d'habitude	habitudo (form, appearance)	habit	usually
heure	hora (hour)	horoscope, hour	hour
hier	heri (yesterday)	hesternus/heri is cognate with yester/gestern (Germ.)	yesterday
histoire	historia	history/story (history: learned form of story, the aphetic form)	history; story
hiver	*hibernum (CL hiems)	hibernate	winter
hockey	OF hoquet (bent stick, crook)	hockey	hockey
homme	hominem	homicide (manslaughter)	man
hôtel	hospitalis	hotel/ hospital	hotel
ici	ecce + hic	————	here
idée	idea (look, semblance)	idea	idea
image	imaginem (likeness)	image	picture
important	importare	important	important
impossible	impossibilis	impossible	impossible
intelligent	intelligentem (understand, be aware, realize)	intelligent	intelligent
intéressant	interesse (be important, be among)	interesting	interesting
jamais	iam + magis	————	ever, never
jambe	*gamba (leg)	gambol (jump about, frolic)	leg
janvier	Ianuarius	January (ME Janivere)	January

jaune	galbinus (greenish-yellow)	jaundice	yellow
jeudi	jovis dies	_____	Thursday
jeune	iuvenis (young)	cognate young	young
joli	OF jolif	jolly	pretty
jouer	iocare (play)	jocund, jocular	play
jour	diurnus (daily)	journal	day
journal	diurnus	journal	daily newspaper
journée			
juillet	Iulius	July	July
juin	Iunius	June	June
jupe	iupa (Ital)	_____	skirt
là	illa	_____	there
là-bas	_____	_____	over there
lac	lacus (lake)	lake	lake
laisser	laxare (relax, set free)	lease/leash/laissez-faire/lessor/ lessee, laxative	leave; let, allow
lait	lactem	lactose (milk sugar)	milk
se laver	lavare	lava/ lavatory/ lavish	wash
leçon	lectionem (reading)	lesson	lesson
légume	legumen (pulse, bean)	legume	vegetable
lettre	littera	letter, literal	letter
leur	illorum (of them)	_____	their
se lever	levare (lift)	lever, levy	get up
lire	legere (read)	legible, lecture	read
lit	lectus (bed)	litter	bed
livre	liber (book)	library	book
loin	longe	long (=lang)	far
long	longum	long	long

longtemps	longum + tempus	long time	long time
lui	*illui ← illi	———	to him (her)
lundi	lunae dies	lunatic/ lunar	Monday
lunettes	luna (moon)	lunette (=little moon)	glasses (for reading)
madame	domina	dame/madam	lady; madam
mademoiselle	*dominicella ← domina	———	mistress, Miss
magasin	Arab Makhzin (depot, office)	magazine	store
mai	Maius (May)	May	May
main	manus (hand)	maintain/manual	hand
maintenant	manus + tenere	maintain	now
mais	magis (more)	———	but
maison	mansionem (place to stay overnight)	mansion/manor	house
mal	male (badly)	malady (illness), malicious	badly
malade	male habitus (badly, had)	malady	ill, sick
maman	baby talk	mom, mum, mummy	mom, mother
manger	*manducare	manger (F. mangeoire)	eat
manteau	mantellum (veil, covering)	mantle	top coat
marcher	(francien) markôn	march	walk, march
mardi	Martis dies	mardi gras (Shrove Tuesday)	Tuesday
mari	maritus (husband)	marital	husband
marier	maritare	marry	marry
mars	Martius	March	March
match	———	match	match
matin	matutinum (morning)	matins, mattins, matinée	morning
mauvais	malifatius	malificent	bad
même	CL meme + ipsum → OF meïsme	———	same
mer	mare (sea)	maritime	sea
merci	mercedem (reward, pay)	mercy (something to be thankful for)	thanks

mercredi	Mercuri dies	_____	Wednesday
mère	mater (mother)	matriarch / matricide / maternal	mother
mettre	mittere (send, let go)	transmit / mission	send
midi	medius dies (middle + day)	midnight/mid-Atlantic (AS mid-)	noon , midday
minuit	media nocte	_____	midnight
minute	minuta (small)	minute	minute
moi	me (en position accentuée)	me	me
moins	minus (less)	minus	less
mois	mensis	mensal / menstrual	month
moment	momentum (movement, motion, impulse)(*movimentum)	moment	moment
mon, ma, mes	meus, mea, meum	_____	my
monde	mundus (world)	mundane (worldly)	world
monsieur	meum seniorem (older)	sir/sire (reduced forms of monsieur)	sir; Mr.
montagne	*montanea	mountain, mount	mountain
monter	*montare	mount	go up
montre	monstrare	_____	watch
montrer	monstrare	demonstrate	show
morceau	morsus (bite)	morsel	piece
motocyclette	motor + kyklos	motorcycle	motorcycle
musique	musica (music; art of the Muses)	music	music
nager	navigare (sail)	navigate	swim
neige (replaced noit in 1325)	nivem (snow)	_____	snow
n'est-ce pas	_____	_____	
nez	nasus (nasal)	nasal/ nose	nose
noir	niger (black)	Nigeria / Niger	black
nom	nomen (name)	nominal, nomenclature	name
nommer	nominare	name, nominate (`name' is an Indo-European cognate)	name

non	non	nontoxic	no
notre, nos	noster, nos	nostrum	our, us
nouveau	novellus ← novus	novel, novelty	new
novembre	Novembris	November	November
nuit	noctem (night)	nocturne	night
numéro	numerus	numeral	number
octobre	Octobris	October	October
oeil	oculus (eye)	oculist	eye
oeuf	ovum (egg)	oval	egg
oiseau	aucellus ← avicellus ← avis	aviation	bird
on	hominem (man)	one	one
oncle	avunculus	uncle	uncle
oreille	auricula - auris	auricular	ear
ou	aut (or)	———	or
où?	ubi? (where?)	ubiquitous	where?
oui	oil - hoc ille (fecit)	———	yes
pain	panem (bread)	pantry (OL paneterie)	bread
pantalon	Ital. pantalone	pants (short for pantaloons)	pants
papa	(baby talk) papa / παπα	papa	papa
parce que	per (through, by)	———	because
pardon	*perdonare	pardon	Excuse me. I beg your pardon.
parents	parentes (parents)	parents	parents; relatives
parler	*parabolare	parley/ parliament/ parlour	talk, speak
partie	partem, *partire (for partiri)	party, part	part (=portion)
partir	*partire	parting, depart, departure	leave
partout	per + *tottus		everywhere
passer, se passer	*passare ← passus	passage, pass, passport, surpass	happen
pauvre	pauper → povre	pauper, poverty	poor

payer	pacare (pacify) ← pax (peace)	pay (appease with money)	pay
se peigner	pectinare	peignoir	comb one's hair
pendant	pendere (hang)	pendant/ dependant	during
penser	pensare	pensive	think
perdre	perdere (destroy; lose)	perdition (total loss, ruin)	lose
père	patrem (father)	patricide (murder of one's father)	father
personne (ne...p.)	persona (theatre mask)	person	person; no one
petit	*pitt-(small child language) see pièce below	petty	small
peu	*paucum	paucity	little (adv.)
peur	pavorem (fear)	pavid	fear
peut-être	OF peut cel estre	_____	perhaps
photo	φωτος (light)	photo	photo
pièce	*petia (related to *pitt- above)	piece	coin; room
pied	pedem (foot)	pedal	foot
place	platea (street)	market-place	(village) square; seat; space
plaisir	placere (please)	please, pleasant, pleasure	pleasure
pleuvoir	*plovere ← pluere	pluvial (Lat. pluvialis)	rain
pluie	*pluia ← pluvia	pluvial	rain
plus	plus	plus/ surplus	more
police	*politia	police/ policy	police; policy
pomme de terre	*poma ← pomum	pomade/ pomegranate	potato
porte	porta (gate)	port-hole/ portal	door
porter	portare	porter/ portage	carry
poulet	pulla (chicken)	pullet/ pool (gambling, sharing)	chicken, pullet
pour	pro (in front of, in place of)	pro-communist	for
pourquoi	pro + quid	_____	why
pousser	pulsare (strike, beat)	push , pulse	push, grow

pouvoir	*potēre ← posse	power (ME pouer, poer; OF poeir)	be able; power (noun)
préférer	praeferre	prefer	prefer
premier	primarius	primary/premier	first
prendre (pris p.p.)	prehendere (seize)	apprehend, comprehend prize, surprise, enterprise	take
préparer	praeparare (prepare)	prepare	prepare
près	pressē (closely)	press	near
presque	pressē (closely)	———	almost
prêt	*praestus - O.F. prest	———	ready
printemps	primum+tempus	prime	spring
prochain	*propianus ← prope	———	next
professeur	professor (teacher, professor)	professor	teacher
profession	professionem	profession	profession
puis	*postius ← postea	post/ puny (post natus → puisné)	then, next
quand	quando? (when)	quandary	when
quart	quartus (fourth)	quart, quarter	quarter
que	quia → qui → que	———	what; that
quel	qualis	quality	what
quelque chose	qualis + quia + causa	———	something
quelquefois	qualis + quia + vicem	———	sometimes
qu'est-ce que	———	———	what?(object)
qu'est-ce qui	———	———	what? (subject)
question	quaestionem, quaerere (seek)	question	question
qui?	qui? (who?)	———	who?
qui est-ce que	———	———	whom? (object)
quoi?	quid? (what?)	———	what?
radio	radius (rod, spoke, ray)	radio	radio
raison	rationem	reason/ rational	reason
se raser	*rasare ← radere	razor/raze	shave

regarder	Germ. *wardon; Eng. ward (protect)	regard, guard	look at
rentrer	r + intrare (go in)	enter, entry, entrance, re-enter	go (come) back home
réparer	reparare	repair/reparation	repair
répondre	respondere (answer)	respond	answer
réponse	responsum (answer)	response	answer
reposer	*repausare	repose	rest
restaurant	restaurer	restaurant	restaurant
rester	restare (stand back)	rest assured	stay
retard	retardare	retard	late(ness)
réveiller	vigilare (watch)	reveille =revelly/ vigil	wake up
revenir	revenire (come back)	revenue	come back
riche	francien *riki (powerful)	rich	rich
rien	rem (thing)	————	nothing
rivière	riparia	river	river
robe	Germ.*rauba (booty)	robe, rob	dress
rose	rosa	rose	rose
rouge	rubeus (reddish)	rouge	red
rue	ruga	————	street
sac	saccus	sack	sack, bag
salade	salata (salted) (herba)	salad	salad
salle	Germ. saal → OF sale (room)	saloon	room
salle à manger	————	————	dining room
salle de bain	*baneum ← balneum	————	bathroom
samedi	septimus dies → sambati	————	Saturday
sans	sine → senz → sans	————	without
savoir	sapere	savoir-faire, homo sapiens	know
semaine	*septimana (period of 7 days)	————	week
september	Septembris (septem)	September	September
sérieux	*seriosus ← serius	serious	serious

seulement	solus (alone)	sole	only
si	si (if)	————	if
ski	Old Norse skio (snowshoe)	ski	ski
soeur	sororem (sister)	sorority	sister
soif	sitim (thirst)	————	thirst
soir	sērō (late)	serenade/ soirée	evening
soleil	*soliculus ← sol	sol/ parasol/ solar	sun
son, sa, ses	suus, sua, suum	————	his, her, its
sonner	sonāre ((re)sound)	sonar/sound/ sonnet	ring
sortir	sortiri (gain by lot)	sortie/ resort	go (come) out
soulier	*subtelaris (calceus)	————	shoe
soupe	Germ.*suppa → sope OF	sop/ soup/ supper	soup
souper	OF soper	sup/supper/soup/sop	eat supper
sous	subtus (beneath)	————	under
souvent	subinde → sovent OF	————	often
sport	*disportare → deporter	sport	sport
stylo	Eng. stylograph	stylograph (fountain pen with a cone rather than a nib)	pen
sucre	saccharon (sweet juice distilled from shoots of bamboo)	sugar/sucrose	sugar
sud	AS suth → south; OE sup → sud	south	south
suite	sequere → sequita → sieute	suit/ suitor / sue	continuation; outcome
sur	supra→sobre→sore→seure	surname/surpass/surplus	on
sûr	securus → sëur	sure	sure
surtout	supra + totum	————	above all, especially
table	tabula	table	table
tant	tantum (so much)	tantamount	so much, so many
tante	amita → ante → tante	aunt	aunt
tard	tarde (slowly; late)	tardy/ retard	late

tasse	Arab. tâssa	demitasse	cup
taxi	taximètre	taxi	taxi
téléphone	tele (distant) phono (sound)	telephone	telephone
téléphoner	"	telephone	telephone
télévision	tele (distant) video (see)	television	television
temps	tempus (time)	tempo/temporary	time
tête	testa (pot, jug → head)	tête-à-tête	head
thé	Malay teh (tea)	tea	tea
tiens!	tenir	————	well!
timbre	τυμπανον > τυμβανον	timbre	stamp
toi	te	————	you
ton, ta, tes	tuum → tuen → tien	————	your
toujours	tot + jorn → tosjors OF tous les jours	————	always
tout	totus →*tottus → tot	total/tot	all whole
tout à l'heure	"	—— ——	a little while ago; soon
tout de suite	"	————	immediately, at once
train	*traginare(drag, pull)	train	train
travail	*trepalium (3 stakes, instrument of torture); *trabaculum	travail (toil, suffering); travel	work
travailler	*tripaliare (torment)	————	work
traverser	*traversare	traverse	cross
très	trans → tras → très	————	very
trop	Francien *prop (pile-up)→ Lat. *troppus	troop	too much, too many
trouver	*trobare (compose music; find, discover) OF trover	troubador/ treasure trove	find
vacances	vacare (be empty)	vacant/vacate/vacancy/vacation	holidays
valise	valisia ML Ital. valigia	valise	suitcase

vendre	vendere	vendor/vend/vending machine	sell
vendredi	Veneris dies	————————	Friday
venir	venire (come)	convention, intervene	come
vent	ventus (wind)	vent, ventilate, ventilation	wind
verre	vitrum (glass)	vitreous, vitrify, vitriolic	glass
vers	versus (toward)	versus	towards
vert	viridis → verde → vert	verdigris (vert de Grèce), verdant	green
vêtements	vestimentum	vest, vestments, vestibule	clothes
viande	vivere →*vivenda → vivanda → vianda → viande (food in general)	viand (food)	meat
vie	vita (life)	vital/viable	life
vieux	vetus → vetulus → vetlus → veclus → viez → vieux	————————	old
village	villa (country house)	village	village
ville	villa (country house)	Belleville, Orangeville	city
visiter	visitare	visit	visit
vite	OF viste	————————	quickly
voilà	vois + là	————————	there is (are)
voir	videre (see)	vision, video	see
voiture	vehere (carry) vectura (action of transporting)	vehicle, vehement	carriage, car
voler	volare (fly)	volatile, volleyball	fly, rob
voleur		————————	thief
votre, vos	vestrum/vos	————————	your, you
vouloir	velle → volere	volition	want
voyage	viaticum (money for a trip)	voyage	trip, voyage
voyager	"	voyage	travel
vrai	verax→*veracus → verai	verify, verity, veracious	true
vraiment	"	————————	really
y	ibi → iv → i → y		there
yeux	oculos → vels → veus → yeus		eyes

Appendix 5

The following 49 words taken from the list of 510 common words have the same spelling and the same or very similar meaning in English and in French:

accord	cousin	légume	radio
agent	dame	long	restaurant
attention	date	match	rose
auto	dollar	minute	ski
blond	film	moment	sport
blouse	fruit	papa	table
boutique	garage	pardon	taxi
café	hockey	parents	téléphone
centre	hôtel	photo	télévision
chèque	important	police	train
cinéma	impossible	profession	valise
client	intelligent	question	village
			voyage

The following 37 words taken from the list of 510 common words have the same spelling in English and in French. Like the 49 words above, those below are commonly used in both languages. Although their meaning in the two languages is closely related, they are, however, used in different contexts. In English, for example, clef means a musical symbol; in French it is a key, or a musical symbol. In the Middle Ages, English borrowed the word from French, but limited its meaning.

billet	derrière	journal	premier
bureau	dîner	lever	quart
chance	encore	manger	retard
chemise	face	non(fiction)	robe
clef	fête	pendant	rouge
coin	formidable	pièce	suite
cuisine	gauche	place	travail
demi(tasse)	grand	plus	vent
dent	image	porter	(Orange)ville
			voyager

Appendix 6

The following 70 words taken from the list of 510 common words have the same meaning in English and in French. The spelling is sufficiently similar that a non-French-speaking anglophone can recognize the French word and deduce its meaning. Unfortunately, many students do not make such a transfer of knowledge spontaneously. They must be trained to do so.

amusant	dîner	lettre	préparer
s'amuser	directeur	madame	raison
autobus	disque	mai	réparer
automne	docteur	malady	reposer
avril	donner	maman	riche
bébé	en	marier	rivière
bicyclette	enfant	motocyclette	sac
bleu	entrer	musique	salade
chocolat	famille	novembre	septembre
classe	fatigué	numéro	sérieux
commencer	grands-parents	octobre	soupe
continuer	habitude	oncle	sûr
couleur	histoire	pantalon	téléphoner
crème	idée	partie	vendre
danser	intéressant	passer	visiter
décembre	juin	payer	voyager
descendre	lac	personne	
difficile	leçon	préférer	

These 26 words from the common list have a similar spelling in English and in French. Their meaning in the two languages is related.

chambre	gros	poulet	tard
chanter	jambe	professeur	traverser
cravate	mal	regarder	trouver
demander	marcher	répondre	vers
envoyer	merci	réponse	vêtement
essayer	nom	rester	
gentil	petit	souper	

Appendix 7

The following French words have a spelling sufficiently different from the English derivative to mask the relationship between the languages. English has in many cases preserved an Old French spelling (usually the West French dialect), while modern French continued to modify spelling to correspond to pronunciation. The words below are grouped according to common spelling changes.

1 Modern French uses a circumflex accent (^) to compensate for the loss of an s. English usually retains the s as did the Old French.

Old French	Modern French	Modern English
arester	arrêter	arrest
beste	bête	beast
(bien) tost	bientôt	-----
coste	côté, côte	coast
disner	dîner	dinner, dine
estre	être	------
fenestre	fenêtre	------
feste	fête	feast
gastel	gâteau	------
ostel	hôtel	hostel, hotel
mesme	même	------
teste	tête	test
vestement	vêtement	vestement

Other common words of this sort not found in our basic list: conquête, coûter, crête, croûte, dégoûter, forêt, hâte, hôpital, hôte, intérêt, île, maître, mât, pâte, pâture, plâtre, quête, requête, tempête.

2 It was common in Old French to add an e at the beginning of a word if the first two letters were s and a consonant. The Anglo-Norman dialect did not always add this prosthetic e or "on-glide". Modern English usually omits the e.

Root	Modern French	Modern English
squadra (Italian)	escadron	squadron
scaramuccia (Italian)	escarmoucne	skirmish
sclavus or slavus	esclavage	slavery
" "	esclave	slave
squadra (Italian)	escouade	squad

spatium (Latin)	espace	space
Hispania (Latin)	Espagne	Spain
spia (*Latin)	espion	spy
spiritus (Latin)	esprit	spirit
stomachus (Latin)	estomac	stomach
sturio (*Latin)	esturgeon	sturgeon

In a few cases Modern English has retained the initial e, but Modern French has not.

Latin	Old French	Modern French	Modern English
extraneus	estrangier	étranger	stranger / estrange
spo(n)sare	espouser	épouser	espouse
scappare (Ital.)	eschapper escaper (Norman)	échapper	escape
status	estat	état	estate
spiare (Romanic)	espier	épier	espy
stabilire	establir	établir	establish

3 Most Old French words with a prosthetic e underwent a further change as they turned into Modern French. The initial es became é. Modern English retained just the s.

Old French	Modern French	Modern English
escole (Latin schola)	école	school
escolter	écouter	scout
escrire (Latin scribere)	écrire	scribe
espalle / espalde	épaule	spatula, spade
espice	épice	spice
estage	étage	stage
estudier	étudier	study

Other words of this sort not on our basic list are:

escale	échelle	scale
escherpe	écharpe	scarf
escarlate	écarlate	scarlet
escren	écran	screen
escume	écume	scum
eschope	échoppe	shop

espargner	épargner	spare
espeler	épeler	spell
espine	épine	spine
esponge	éponge	sponge
espose	épouse	spouse
espier	épier	spy
escureul	écureuil	squirrel
estable	étable	stable
estendart	étendard	standard
estat	état	state
estrange	étrange	strange

4 English uses ea in the tonic or stressed syllable where French uses e or ai.

appeler / appeal	crème / cream	laisser / lease, leash
bête / beast	fait / feat	plaisir / pleasure, please
chercher / search	fête / feast	raison / reason

Other words of this sort not on our basic list are:

clair / clear	graisse / grease	retraite / retreat
défaire / defeat	paix / peace	traiter / treat
aigle / eagle	plaider / plead	traité / treaty
aise / ease	plaisant / pleasant	

5 Interchange of c / ch / sh / s. English sh and French ch have the same pronunciation.

carte / chart	chercher / search	pousser / push
chapeau / cap	école / school	
chemise / shimmy	Français / French	

6 Change of Old French or / our to Modern French eur. Modern English has retained the Old French spelling, except for nouns denoting people; these end in or.

Old French	Modern French	Modern English
colour	couleur	colour
directoure (Anglo-French)	directeur	director
ore / oure	heure	hour

parlur / parleor	parloir	parlour
professoure (Mid-Eng)	professeur	professor

Other words of this sort not found in our basic list are:

ardor / ardour	ardeur	ardour
favour	faveur	favour
odor	odeur	odour
onor / onour	honneur	honour
labor /labour	labeur	labour
rimur / rumor	rumeur	rumour
savour	saveur	savour
valor / valur / valour	valeur	valour
vapour	vapeur	vapour *

*Modern American English has restored the original Latin spelling or. The our spelling correctly indicates the historic phonetic development of the word, showing that it came to English from Latin, but via Old French.

7 Change of Old French l to u in Modern French. As usual, Modern English retains the old French spelling.

Old French	Modern French	Modern English
altre	autre	alter
mantel	manteau	mantel
morsel	morceau	morsel
novel	nouveau	novel

Other words of this kind not in our basic list are:

balme	baume	balm
fals	faux, fausse	false
falte	faute	fault
feltre	feutre	felt
palme	paume	palm
panel	panneau	panel
salmon (M.E.)	saumon	salmon
solder	souder	solder
veel	veau	veal

Note: (1) The change from l to u still occurs in Modern French in the formation of the plural: cheval → chevaux, journal → journaux, etc.

(2) The letter l is sometimes silent in English: balm, palm, salmon, etc. This suggest that the l is an attempt to reconstruct the Latin spelling. The pronunciation reflects a Middle English spelling like that of Modern French: baume, paume, saumoun, soudour.

8 Some English verbs are derived from French verbs of the second conjugation.

French infinitive	French present participle stem	Modern English
finir	finiss- (ss → sh)	to finish

Other verbs of this kind, not in our list of common words are:

blêmir	blêmiss- (semantic shift)	to blemish
brandir	brandiss-	to brandish
brunir	bruniss- (ur/ru interchanged)	to burnish
chérir	chériss-	to cherish
démolir	démoliss-	to demolish
embellir	embelliss-	to embellish
establir	establiss-	to establish
fleurir	fleuriss-	to flourish
fournir	fourniss-	to furnish
garnir	garniss-	to garnish
périr	périss-	to perish
polir	poliss-	to polish
remplir (OF replenir)	repleniss-	to replenish

9 English verbs ending in -ate most often correspond to a French verb of the first conjugation. Although there are no examples in our list of common words, this category produces abundant examples -- over 400 such commonly used words in the Gage Canadian Dictionary, desk edition. Here are some of them:

abdiquer / abdicate
accentuer / accentuate
accommoder / accommodate
accumuler / accumulate
activer / activate
agiter /agitate
aggraver / aggravate
aliener / alienate
alterner / alternate
animer / animate
anticiper / anticipate
apprécier / appreciate
assassiner / assassinate
associer / associate
atténuer / attenuate
compenser / compensate

congratuler / congratulate	immigrer / immigrate
conjuguer / conjugate	libérer / liberate
cultiver / cultivate	liquider / liquidate
calculer / calculate	méditer / meditate
captiver / captivate	modérer / moderate
décimer / decimate	mutiler / mutilate
démontrer / demonstrate	narrer / narrate
dominer / dominate	naviguer / navigate
donner / donate	nécessiter / necessitate
éduquer / educate	négocier / négotiate
élever / elevate	obliger / obligate
faciliter / facilitate	oblitérer / obliterate
incorporer / incorporate	opérer / operate
infiltrer / infiltrate	orienter / orientate
irriter / irritate	etc.

10 Several very common French words beginning with g or gu have an English counterpart beginning with w and having the same origin.

Common Origin	Modern French	Modern English
wardon (Old Saxon; Francien)	garder	guard / ward
werra (Old High German; Francien)	guerre	war
	guérilla	guerrilla

Other words of this sort not on our list of common words are:

wastare (Germ. from Lat. vastare)	gâter	waste
werenta (Germanic)	garantie	guaranty / warranty
wadi (Gothic)	gages	wages
	gageure	wager
wafel (Francien; Dutch)	gaufre	waffle
vik (Old Scandinavian)	guichet	wicket
wespe (Germ. from Lat. vespa)	guêpe	wasp
wisa (Old High German)	guise	(clock)wise (suffix)
		guise
wer ("man" in Anglo Saxon)	(lou)garou	were(wolf)
Willhelm (Old High German)	Guillaume	William
	Guy	Bill / Willy

11 The following words from our common list and their English counterparts could be divided into categories according to their phonetic development, but there would not be many examples to illustrate each category. The phonetic link between the French and the English is evident once it is called to our attention. The semantic link, however, may not be evident at first in all cases. Those words marked with an asterisk may require an explanation. We recommend Eric Partridge's highly readable etymological dictionary, Origins.

le bras / brace*, bracelet
la campagne / campaign*
la chaise / chair (The s was a Parisian affectation; the r is the original letter.)
connaître / connoisseur (MF connaisseur)
se coucher / couch
le couteau / cutlas
deux / deuce
fermer / firm; farm
fou, folle / fool; folly
frais, fraîche / fresh (homophone of Fr.)
frère / friar (Old French dialect)
laver / lavatory; lavish*
le lit / litter
la main / maintain
la maison / mansion; manor
le mari / marital
moins / minus
monsieur / sir, sire
la montagne / mountain
monter / mount
le pain / pantry (OF paneterie)
partir / parting
pauvre / pauper (v = p)
pendant / pendant*
penser; pensif / pensive
la porte / portal
pouvoir / power (variation of the Old French poer, pooir, poeir, poier)
puis (puis-né: next born) / puny*
raser / raze*; razor
revenir; le revenu / revenue
le sucre / sugar
sur / surpass; surplus
les vacances / vacation; vacant*
voler / volleyball

12 Other interesting corresponding words:

Latin	Old French	Modern French	Modern English
dispendere	despendre	dépenser	spend (prefix dis / de dropped)
_____	_____	gaspiller	spill (probable link)
historia	estoire / estorie	histoire	history (reconstructed from Latin)
			story (prefix hi / e dropped)
_____	déport (ME disport)	sport	sport (prefix dis dropped)
*abantiare	avancer	avancer	advance (false reconstruction)
sonum	son, soun	son	sound (false addition of d)
amita	ante	tante	aunt (The t of tante if from baby talk tata.)

------	hocquet (curved stick)	hockey	hockey
volare	voler (to fly)	voler	volley
	volée		volleyball
*postius natus	puis-né (born after)	puîné	puny (weak)
			puisne (legal jargon)
fromaticus caseus	fromage	fromage	cheese

(French gets fromage from fromaticus; English gets cheese from caseus.)

Augustus	aost / aoust / aust	août	August

(Austin is an Old French form of Augustine.)

attendere	atendre	attendre	attend (go to)

(Old French atendre meant both to wait and to go to.)

cuneum (wedge)	coing	coin	coin (money)

(The dye for stamping money was wedge-shaped.)

Similarly:

Stylo is derived from stylographe, an Anglo-American invention. In 1923 French shortened it to stylo.

Both bus and autobus are shortened forms of the original voiture automobile omnibus ("self-moving carriage for all")

Chandail is a short form for marchand d'ail (garlicmonger).

Appendix 8

In this appendix we show how etymology can be used in a very simple way to increase the students' vocabulary significantly. The teacher gives the students another word from the same root as one occurring in the list of common words. The student gives the word from the same root that he knows. This sort of vocabulary expansion is possible with over 20% of the words on our basic list. We have limited ourselves this time to noun and adjectives that have a corresponding verb form. The asterisk indicates the new word.

achat* / acheter
aide* / aider
ami / aimer
appel* / appeler
arrêt* / arrêter
arrivée* / arriver
attente* / attendre
bain / baigner*
blanc / blanchir*
boisson* / boire
chanson* / chanter
chaud / chauffer*
chaussure / chausser*
cher / chérir*
choix* / choisir
commencement* / commencer
compréhension* / comprendre
connaissance* / connaître
couleur / colorer*
danse* / danser
demande* / demander
dépêche* / dépêcher
descente* / descendre
directeur / diriger*
donation* / donner
élève / élever*
entente* / entendre
entrée* / entrer
envoyé* / envoyer
essai* / essayer
étude* / étudier
fait* / faire
fête / fêter*
film / filmer*
fin / finir
fleur / fleurir*
frais / rafraîchir*
froid / refroidir*
garage / garer*
grand / grandir*
gross / grossir*
habitude / habituer*
image / imaginer*
jaune / jaunir*
jeune / rajeunir*
joli / enjoliver*
jeu*/ jouer
jour / ajourner*
lavage* / laver
lecture* / lire
loin / éloigner*
magasin / magasiner*
main / manier*
marche* / marcher
mariage* / marier
montée* / monter
montre / montrer
natation* / nager

neige / neiger*
noir / noircir*
nom / nommer
nouveau / renouveler*
pardon / pardonner*
parlement* / parler
départ* / partir
passeport* / passer
pauvre / appauvrir*
paiement* / payer
paie* / payer
pensée* / penser
perte* / perdre
photo / photographier*
place / placer*
plaisir / plaire*
pluie / pleuvoir*
porteur* / porter
pousée* / pousser
peut-être / pouvoir
préférence* / préférer
préparation* / préparer
question / questionner*
raison / raisonner*
rasoir* / raser
regard* / regarder
rentrée* / rentrer
réponse / répondre
repos* / reposer
reste* / rester
retard / retarder*
réveil* / réveiller
revenu* / revenir
riche / enrichir*
rouge / rougir*
ski / skier*
sonnerie* / sonner
sortie* / sortir
soupe / souper
suite / suivre*
téléphoné / téléphoner
train / traîner*
travail / travailler
vente* / vendre
venue* / venir
vêtements / vêtir
vieux / vieillir*
visite* / visiter
voir / télévision
voleur / voler
voeux* / vouloir
voyage / voyager

Appendix 9

In this appendix we demonstrate some of the exercises that can be used to set the vocabulary in a conversational context.

A Remplacez le tiret par un synonyme du mot entre parenthèses.

1 (une auto) Elle achète une nouvelle _____ .
2 (un animal) Le lion est une _____ sauvage.
3 (arriver) Jean-Paul va _____ ce soir.
4 (finalement) Elle a _____ répondu à ma lettre.
5 (posséder) Marie _____ une robe verte.
6 (durant) Nous avons travaillé dur _____ de longues années.
7 (alors) Ils ont hésité un instant; _____ ils sont sortis.
8 (certain) Tu es _____ qu'elle est partie?
9 (immédiatement) Ne perds pas de temps; fais-le _____ .
10 (là) Ils sont chez Pierre. Je les _____ ai laissés.

B Remplacez le tiret par un mot qui veut dire:

1 appareil qui vole: Le président va descendre de son _____ .
2 à la maison de: Tu vas passer la nuit _____ ton ami?
3 quatre semaines: Juillet c'est le _____ qui précède août.
4 jour qui suit (follows) hier: Quelle est la date _____ ?
5 petit magasin: Il y a des _____ de toutes sortes dans cette petite rue.
6 vêtement qu'on porte sur la tête: Quand il fait froid, elle porte un _____ .
7 mettre ses vêtements: Georges se lève, se lave, s'_____ et sort.
8 donner une réponse: Qui peut _____ à cette question?
9 qui a beaucoup d'argent: Rockefeller est un homme très _____ .
10 sorte de chaussure: Est-ce que tu as mis tes _____ ?

C Complétez la phrase. Utilisez le contraire du mot entre parenthèses.

1 (sans) Elle va au match de hockey _____ son père.
2 (acheter) L'épicier lui _____ du pain.
3 (bien) Elle parle _____ le français.
4 (campagne) Il travaille en _____ .
5 (devant) Il y a un jardin _____ la maison.
6 (froid) Il fait _____ aujourd'hui.
7 (jamais) Elle répond _____ à mes lettres.

8 (long) Cet exercice est très _____ .
9 (monter) Il va _____ dans la cuisine.
10 (tirer) Il faut _____ la porte pour sortir.

D Employez un mot de la même famille (=racine) pour compléter la phrase.
1 (se raser) A Noël nous avons donné un _____ électrique à papa.
2 (prendre) Je vais aller au Québec pour _____ à parler français.
3 (vendeur) Anne-Marie veut _____ sa bicyclette.
4 (après) Nous partons à 2 h. de l'_____ .
5 (jour) Quel _____ préfères-tu? Le Devoir ou le Soleil?
6 (mal) Jean-Luc est absent; il est _____ .
7 (mari) Elle va se _____ en août.
8 (nuit) Le jour se termine à _____ .
9 (nom) Le Premier Ministre va _____ son cabinet.
10 (temps) Le _____ est la saison qui précède l'été.

E Ecoutez votre cassette; puis écrivez le mot qui manque (is missing) dans chaque phrase.
1 Pourquoi est-ce que vous vous _____ de partir?
2 Ma _____ droite me fait mal.
3 Le petit Pierre ne veut pas manger ses _____ .
4 Le héros est mort à la _____ de l'histoire.
5 Quel jour précède lundi? _____ .
6 Mon père n'est pas ici; il est _____ parti.
7 _____ -vous pourquoi elle est partie?
8 _____ elle s'est levée; puis elle est sortie.
9 L'écriteau (sign) sur la porte disait "_____."
10 _____ tu veux que je fasse?

F Trouvez un autre mot français de la même famille. Employez vos réponses pour compléter les phrases qui suivent (follow).

attention _____ (verbe)
descente _____ (verbe)
venir _____ (verbe)
jour _____ (adverbe)
déjeuner _____ (verbe)
la main _____ (adverbe)
vraiment _____ (adjectif)
se passer _____ (nom)
suite _____ (adverbe)
voleur _____ (verbe)

1 Elle est _____ si gentille; c'est un plaisir que de lui parler.
2 Elle est sortie, mais elle va _____ à midi.
3 Nous _____ Marie depuis 2 h. Est-ce qu'elle a oublié notre rendez-vous?
4 Nous sommes au 2e étage. Pour sortir, il faut _____ au rez-de-chaussée.
5 Est-ce que c'est _____ que tu vas aller en Floride?
6 A quelle heure est-ce que tu _____ ? A six heures.
7 Viens _____ voir ce qui est arrivé.
8 Il faut avoir un _____ pour aller en France.
9 _____ de l'argent est punissable d'emprisonnement.
10 _____ nous allons regarder la télé.

G Le mot entre parenthèses est anglais. Trouvez un mot français de la même famille et employez-le pour compléter la phrase.

1 (mount) Elle _____ l'escalier quatre à quatre.
2 (stage) Le premier _____ de la fusée (rocket) est tombé dans l'océan.
3 (Argentina) Combien avez-vous d'_____ dans votre poche?
4 (brace) J'ai mal au _____ .
5 (cutlass) Il y a un _____ et une fourchette à côté de l'assiette.
6 (feat) Il va _____ ses devoirs.
7 (frigid) Est-ce qu'il fait _____ ou chaud aujourd'hui?
8 (hostel) Tu as une chambre dans cet _____-là?
9 (March) _____ est le jour qui suit (follows) lundi.
10 (pleasure) Ca me fait un grand _____ de vous revoir.

H Ecoutez votre cassette. Ecrivez les cinq phrases que vous entendrez. Dans chaque phrase, il y a un mot de la même famille que le mot anglais entre parenthèses.

1 (spice) _____ .
2 (jolly) _____ .
3 (bonus) _____ .
4 (grizzly) _____ .
5 (scout) _____ .

Appendix 10

This is a sample of the sort of test that would be an appropriate follow-up to the exercises of Appendix 9.

Répondez à 4 questions dans les sections A,B,C,D,G, et à 3 seulemnt dans les sections E et F.

A Donnez un mot français qui veut dire

/4

alors	_____	une auto	_____
un grand village	_____	une personne qui achète	_____
principalement	_____	un instrument pour couper (cut)	_____

B Donnez le contraire

/4

bon	_____	droite	_____
continuer	_____	divorcer	_____
devant	_____	pousser	_____

C Donnez un mot de la même famille (=racine)

/4

le nom	_____	le réveil	_____
s'élever	_____	le quartier	_____
le père	_____	pleuvoir	_____

D Donnez un mot français de la même famille que le mot anglais

/4

Austin	_____	connoisseur	_____
alter	_____	deuce	_____
beast	_____	grocer	_____

E Traduisez en anglais

/3

formidable	_____	se peigner	_____
frais	_____	prochain	_____
des lunettes	_____	sonner	_____

F Traduisez en français

/3

sometimes	_____	especially	_____
to stay	_____	at once	_____
without	_____	life	_____

G Choisissez un mot dans la liste à droite pour compléter la phrase

/4

Il a _____; donne-lui un verre d'eau.
Quel _____ fait-il?
Il se _____ le matin.
Trois _____deux fait six.
Attends; elle vient tout de _____ .
Il est _____ à partir.

temps
prêt
fois
nage
vent
suite
rase
soif
avril

Total possible: 25 marks. The extra free mark allows students to make one error without losing a mark. This helps motivate weak students.

END